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ABSTRACT

The services provided by The University of Akron's International Student Office (ISO) are described, along with additional programming needs. The ISO provides immigration counseling, academic advising, orientation programs, and the English Language Institute. Information and referral services for foreign students and information on study/travel abroad for American students are also provided. The responsibilities of the international student advisor are identified, along with the results of an evaluation of the ISO services. It was found that the advisor's time is focused on administrative tasks and responding to information requests. It is suggested that in order for the ISO to more effectively help foreign students adapt to the university and American culture it should focus on their problems, which include language difficulties and unfamiliarity with social customs and U.S. educational practices. Detailed data are presented on the college's foreign students by country of origin, sex, educational level, and major. It is recommended that a formal policy be developed for foreign student education at the university and that more resources be allocated to the ISO for facilities and staffing. A proposed ISO organizational chart is presented. (SW)

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THE INTERNATIONAL STUDENT OFFICE AT THE UNIVERSITY OF AKRON: FROM PEOPLE PROCESSING TO PEOPLE CHANGING

by

Farid Dalili

Department of Educational Administration

University of Akron

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THE INTERNATIONAL STUDENT OFFICE AT THE UNIVERSITY OF AKRON: FROM PEOPLE PROCESSING TO PEOPLE CHANGING

Statement of the Problem

The International Student Office at The University of Akron is analyzed for its contribution to the adaptation of international students to the American system of higher education. The nature of the International Student Office (I.S.O.) services is described and compared with the nature of the international student problems to determine in what ways the I.S.O. could better serve the international student population at The University of Akron. The analysis of the I.S.O. will have as its major goal creating an understanding of how the current reactive, remedial and people-processing functions of the I.S.O. can be changed to proactive, preventative, people-changing functions.

Context of the Problem

The University of Akron

The University of Akron is a fully accredited state university. It is a coeducational, urban institution with a largely commuter student population. It offers both two-year and four-year degree programs, and has a large attendance in its evening programs, both credit and noncredit. The University of Akron campus has a current enrollment of 24,286 students.

The University of Akron has a stated mission of service to the local, national and international communities. It is committed to

providing "the highest quality educational oppcrtunity to each person regardless of race, creed, color, sex, age, national origin or handicapping condition."[1] This objective of advancing knowledge and providing service to all of humankind is the guiding force not only for the university, but also for the international student program at The University of Akron.

International Students at The University of Akron

The University of Akron provides its greatest service to students from northeastern Ohio; it also tries to attract more students from the rest of Ohio, other states and foreign countries.[2] As a result of recruitment efforts and the word-of-mouth advertisements of its international student graduates, the number of international students at The University of Akron has shown a rapid increase since the early 1970s (see Figure 1). It is projected that the number of international students will continue to increase at The University of Akron.[3] This increase will mean that the ratio of international students to American students[4] will change and the university will have to plan for additional support services for these greater numbers of students.

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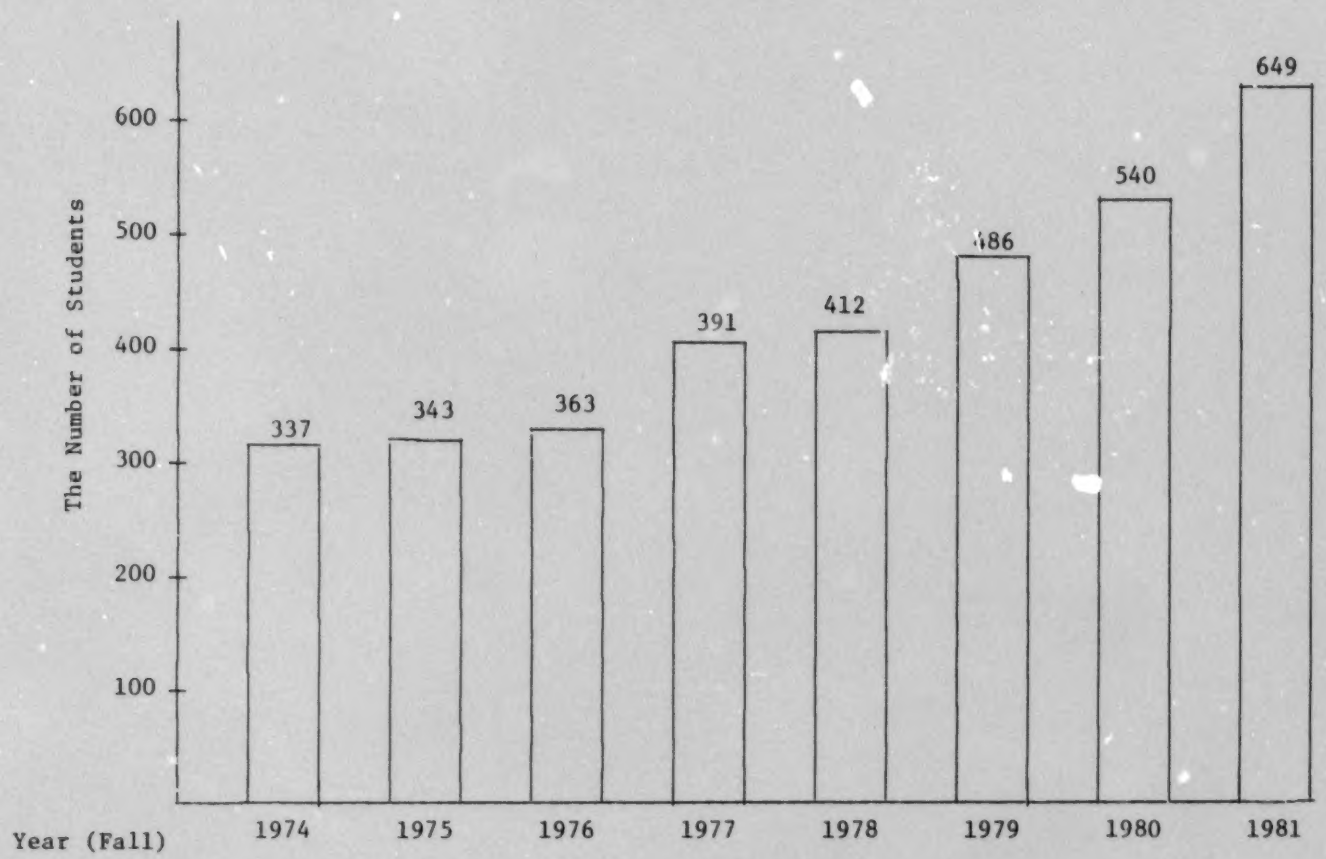
[1]The University of Akron, The University of Akron Bulletin, 1981-83 General Bulletin Edition (Akron, Ohio: The University of Akron, July 1981), p. 4.

[2]The University of Akron, The University of Akron Bulletin, 1980-81 General Bulletin (Akron, Ohio: The University of Akron, 1980), p. 8.

[3]Interview with James L. Ivey, International Student Advisor, The University of Akron, Akron, Ohio, 17 February 1982.

[4]The current ratio of international students to American students is 1 to 38 (626 to 24,286).

FIGURE 1. TOTAL NUMBER OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON BY YEAR, 1974-1981.



SOURCE: This figure was constructed by this researcher using data on International students obtained from the Registrar's Office, The University of Akron, April 1982.

The international student population at The University of Akron will not only increase in number, it will also change in terms of country of origin. Table 1 shows how the number of countries represented by international students at The University of Akron has changed since 1974. The rapid increase in the number of countries in the last three years may indicate the future direction for international student representation at the university.

This description of the international student population at The University of Akron is intended to show how the numbers of international students have increased, how the number of countries from which the students originate has risen, and from what countries the greatest number of students have come[5] (see Table 2). This information is useful in the analysis of the problems about which this paper is being written because it is not only numerically descriptive of the international student population, it is also indicative of certain ethnic and cultural characteristics of this population.

The International Student Office

The International Student Office at The University of Akron offers support services to assist international students. Services which are provided by the I.S.O. are intended to facilitate a pleasant stay in the United States for international students and to help them achieve academic success.

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[5]For a complete breakdown by country of the international student population at The University of Akron for the academic year 1981-82, see Appendix.

TABLE 1

NUMBER OF COUNTRIES REPRESENTED BY INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON, FALL 1974 TO FALL 1981

Year	Number of Countries
Fall 1974	58
Fall 1975	64
Fall 1976	64
Fall 1977	60
Fall 1978	56
Fall 1979	60
Fall 1980	70
Fall 1981	75

SOURCE: This table was constructed by this researcher using data on international students obtained from the Registrar's Office, The University of Akron, April, 1982.

TABLE 2

THE TOP TEN COUNTRIES, ACCORDING TO THE NUMBER OF STUDENTS ENROLLED AT THE UNIVERSITY OF AKRON, FALL 1981

Country	Number
Iran	104
Taiwan	60
India	56
Saudi Arabia	36
Lebanon	34
Malaysia	31
Jordan	22
Nigeria	18
Venezuela	18
Greece	17

SOURCE: This table was constructed by this researcher using computer data obtained from the Registrar's Office of The University of Akron, March 1982.

The I.S.O. is located in Spicer Hall on the second floor, Room 201B. The I.S.O. is directed by the International Student Advisor, Mr. James Ivey, who has one secretary and two student assistants who complete his staff. The International Student Advisor responsibilities include the efficient planning and administering of all legal, academic, and financial and personal matters connected with international students at The University of Akron.[6]

The International Student Office at The University of Akron provides basic services to international students which include the following: immigration counseling, academic advising, orientation programs (planned for undergraduates), and the English Language Institute (required for undergraduates). Information and referral regarding standard university services offered to all University of Akron students is made available to international students so they can use these services just as American students can. The I.S.O. also aids any American students who are interested in study or travel abroad.[7]

Review of the Literature

The primary sources which were used for this study include the following: the University of Akron General Bulletin, the official position and classification descriptions of the International Student Advisor position, brochures and pamphlets prepared by The University of Akron as admissions and orientation materials for international students, and

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[6]Interview with Ivey, 10 February 1982; and The University of Akron, "Classification Description of International Student Advisor," Akron, Ohio, 1980. (Mimeographed.)

[7]Ibid.

interviews with the International Student Advisor, the Assistant Director of Admissions, the Director of Health Services, and the Associate Dean of graduate studies and research.

Secondary sources consulted and used to support statements of fact and conclusions formed from this analysis include articles and books on student personnel services in higher education which included relevant sections of discussion (or were totally geared to international student services) about support services for international student populations. Several colloquia on foreign students in United States institutions of higher education provided valuable factual information and analyses for use in this paper, and provided points of comparison and structures for analysis followed in this paper.

Studies by the American Council on Education, the Education and World Affairs Committee on Foreign Student Affairs, the National Association for Foreign Student Affairs, and UNESCO, were used as important background information on international students in the U.S. for this study. Handbooks and guides published by the Institute of International Education and the Asia Foundation were also useful. The work of Katz and Kahn was used as the basis for the analytical framework used in this study.

Conceptualization and Analysis

Introduction

The increasing numbers of international students at The University of Akron (see Figure 1, p. 3) indicate that the university's attempts to serve the international community through its graduates are perceived

by students of many countries (see Table 1, p. 5) as a welcome invitation to attend the university. This commitment to international education shows how this major extrinsic function of the institution--contributing to society--is being served.[8]

The international commitment of The University of Akron should increase in response to the growth of its international student population. A first step should be to fill in areas of weakness in international student support services with more appropriate services. This analysis focuses on what the current services are and how they are organized to meet international student needs.

The Role of the I.S.O. at The University of Akron

The I.S.O. is a part of the university maintenance subsystem. The energic imports it "preserves" in order to sustain the system are international students. The activities in which it engages to perform this function can be described as people processing.[9] These activities are analyzed in the following sections to show how this processing function makes the I.S.O. reactive in nature.

The organizational climate of the university is normative.[10] This makes socialization a primary task of the maintenance subsystem,

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[8]Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, 2nd ed. (New York: John Wiley and Sons, 1978), p. 67.

[9]Ibid., pp. 52-53, 149.

[10]Ibid., p. 50.

and one which is central to the I.S.O.[11] Integrating students from diverse cultures into the American university scheme is achieved by passing to them the collective feelings and beliefs and rules of behavior of the dominant culture.

It is the role of the I.S.O. at The University of Akron to help international students "learn new values, beliefs and modes of behavior . . . that will maximize their adjustment in American society."[12] This is really just one aspect of their higher education because it is through formal learning that we learn how to accommodate ourselves to our environment.[13] Finding the equilibrium necessary to balance their own cultural identity with that of this new culture is a major way in which the I.S.O. helps international students survive.

The role of international student advisors and counselors in helping foreign students has been cited as vital to the successful completion of some students' programs. The importance of international student advisors' roles is related to their responsibilities as facilitators, and to the I.S.O.'s position at the critical juncture of the relationships between the international student and the institution, and between the international student and the immigration bureaucracy.[14]

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[11]Ibid., 145; and Philip Carey and Marian Alemayehu, "Minoritization: Toward an Explanatory Theory of Foreign Student Adjustment in the United States," Negro Educational Review 31 (July/October 1980).

[12]Carey, "Minoritization," pp. 130-131.

[13]Ibid., p. 128.

[14]Glenn L. Hendricks and Kenneth A. Skinner, "Adaptive Social Patterns of Foreign Students," Journal of College Student Personnel 18 (March 1977):125.

Responsibilities of the
International Student Advisor

When an institution of higher education enrolls international students, it assumes an obligation to help them.[15] It is the job of the International Student Advisor at The University of Akron to act as the facilitator for international students. His job is to provide the information and support necessary for these students to complete their studies.

The International Student Advisor is also responsible for reporting his activities to other university administrators. As shown in the organizational chart (see Figure 2), he reports first to Mr. Dudley C. Johnson, Jr., the Associate Dean for Academic Advising Services. Through this office, he informs the Dean of the University College, Dr. Marion A. Ruebel, of the activities of the I.S.O. Dr. Noel Leathers, Senior Vice President and Provost, and Dr. Dominic J. Guzzetta, the President of The University of Akron, then learn of the I.S.O. activities as reported by Dr. Ruebel. In some circumstances, the International Student Advisor reports directly to the President or the Provost.[16]

The International Student Advisor has many routine tasks and duties to perform. These include the following:

--Communicating with prospective international students, and visiting international scholars regarding university policies and procedures.

--Reviewing admission folders and determining whether to issue permission for students to obtain entry visas.

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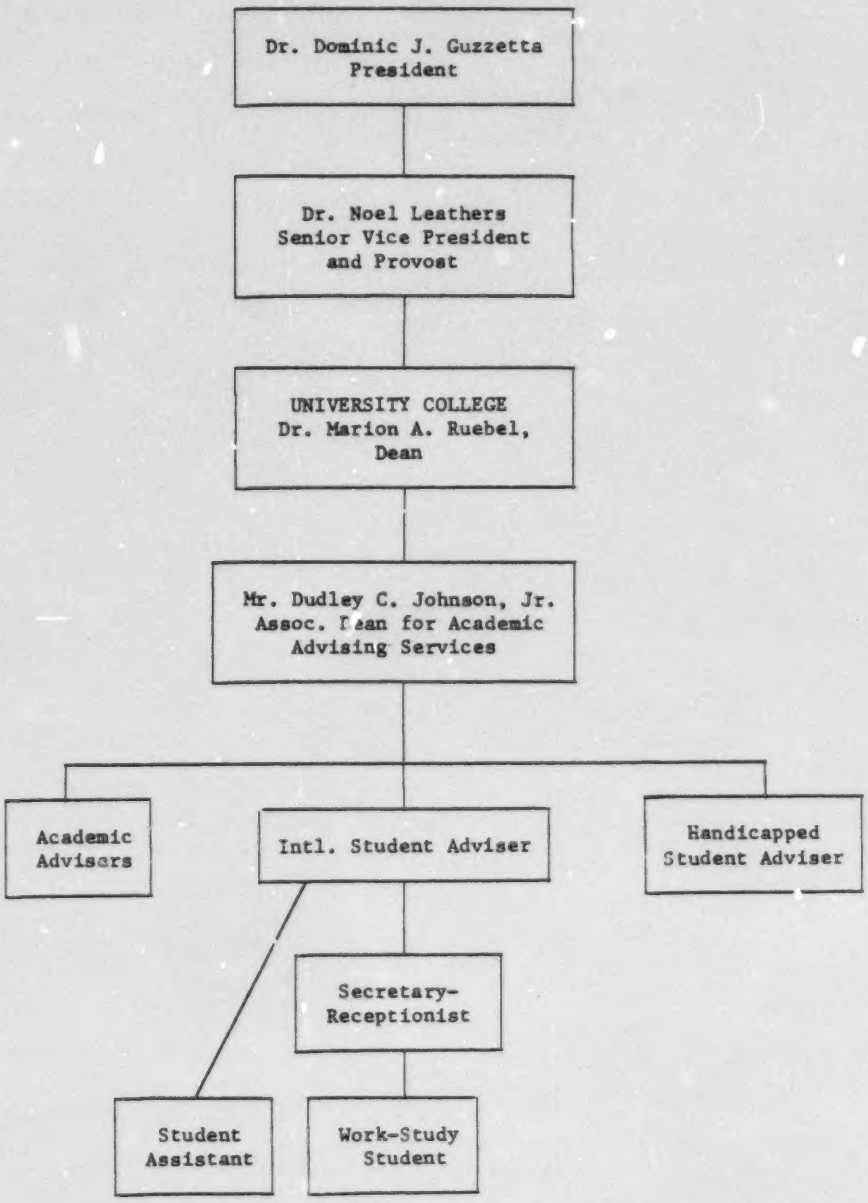
[15]John Eddy, "Factors and Guidelines in Foreign Student Guidance," Journal of College Student Personnel 13 (May 1972):252.

[16]Interview with Ivey, 10 March 1982.

FIGURE 2. ORGANIZATIONAL CHART FOR ACADEMIC ADVISING SERVICES, THE UNIVERSITY OF AKRON, 1982.



SOURCE: Mr. James Ivey, International Student Advisor, The University of Akron, 1982.

--Reviewing forms requesting extensions of student visas, permission to transfer to another school or gain employment.

--Issuing and approving all forms required of foreign students by university departments or the U.S. Immigration Service or the students' country of origin.

--Conducting orientation programs for three days before the beginning of each semester and some tours during each semester.

--Coordinating testing and scheduling activities, and enrollments in English as a Second Language class.

--Administering the university health and accident insurance program for international students.

--Advising international students on a continuing basis regarding their academic programs, and informing them of available alternatives.

--Monitoring the academic status of international students to insure that legal requirements for their student visa status are being met, and reporting any aberrations to the Immigration Service.

--Counseling international students regarding personal, career, financial, educational or other problems.

--Information referral to faculty, staff, departments of the university, and the community.

--Supervising and coordinating volunteers who work with foreign student wives and visiting scholars.

--Acting as a liaison between international students and the Akron community, and handling various types of community relations related to interest in foreign students and other countries.[17]

These tasks describe how the International Student Advisor acts as a liaison between the international student and the various alien environments within which these students are expected to achieve academic success.

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[17]The University of Akron, "Classification Description"; and The University of Akron, "Postion Description Questionnaire," (Akron: The University of Akron, March 1980). (Mimeographed.)

The I.S.O. as a Reactive Office

The goal of the I.S.O. is to provide effective information dissemination which will result in the successful adaptation of the student to the university setting.[18] The services which are currently offered to international students at The University of Akron were examined and evaluated for their impact on students. The discussion of services which follows explains why it was determined that these services are reactive in nature.

First of all, the International Student Advisor is so busy performing basic administrative tasks for 626 individual international students that he really has little time to do anything other than respond to requests for information. Second, the job description sets up the I.S.O. as a reactive office.[19] The International Student Advisor at The University of Akron plays more an administrative than an advisory role.

It is the purpose of this paper to suggest how the I.S.O. can become a more proactive office, one involved in more preventative than remedial functions. It is clear that recommendations for change will have to start with a new job description for the International Student Advisor, but this section of this analysis will deal with ways in which current services first could be improved to start the I.S.O. in a new direction which could lead to its gradual transformation into an office which would deal in more people-changing than people-processing activities.

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[18]Colloquium on the Foreign Graduate Student, Held at Wingspread, Racine, Wisconsin, 30-31 March 1967, University Government, and the Foreign Graduate Student (New York: College Entrance Examination Board, 1969), p. 22.

[19]The University of Akron, "Classification Description."

The task of the I.S.O. which has the greatest potential for both short-term and long-term success in helping international students adapt to the American university's environment is the orientation process. This is really a continuous process, and means that the International Student Advisor should have ongoing contacts with international students. These services should encompass a period of orientation which begins with preadmissions procedures, followed by on-campus orientation, and followed up by guidance and counseling as needed. The process ends with predeparture preparation, and sometimes extends to postdeparture contacts.[20]

An effective orientation process meets both immediate and practical, and long-range needs of students.[21] The I.S.O. at The University of Akron provides three days of pre-semester orientation, but this is hardly enough time to satisfy even short-term needs. The "processing" approach that implies denies the I.S.O. the development of capabilities for aiding in the true orientation of international students.

According to the literature, becoming oriented to American culture, its mores, customs, and social and political institutions is the most significant aspect of international student adjustment.[22] By starting with improving the orientation process for international students at

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[20]Patricia M. Domingues, "Student Personnel Services for International Students," Journal of NAWDAC 33 (Winter 1970):85; and Laurine E. Fitzgerald, Walter F. Johnson, and Willa Norris, eds., College Student Personnel: Readings and Bibliographies (Boston: Houghton Mifflin Company, 1970):365.

[21]National Association for Foreign Student Affairs, The College, the University and the Foreign Student (Washington, D.C.: National Association for Foreign Student Affairs, 1974), p. 26.

[22]Carolyn J. McCann, "Major Issues in Advising Foreign Students: A Review," Journal of NAWDAC 27 (Summer 1964):174.

The University of Akron, the I.S.O. may increase the rate of student adaptation, and this service may begin to serve in a preventative capacity. This could be a time-saving factor for the I.S.O. also, because it would probably cut down on the time spent solving big problems that were not handled when they were small.

The I.S.O. could begin to assume more of a preventative function as described above if it were enlarged and the size of its staff facilities and budget increased. The need for a new job description for the International Student Advisor was mentioned, but there is one other fact related to official status which, when analyzed, indicates why the I.S.O. is so strongly reactive.

The I.S.O.'s location in the organizational space[23] has resulted in effectively isolating it from any but peripheral involvement in the academic enterprise. By keeping the facilities so isolated from the main campus (Spicer Hall is clearly on the edge of the campus) and by having the most direct administrative contacts with the Associate Dean for Academic Advising Services, perceptions of the I.S.O. as a processing office seem appropriately founded in fact. If the I.S.O. were to begin to change its direction to take on a more people-changing function, it might find perceptions of its capacity changed, and might reap benefits from a change in perception. Hopefully these benefits would result in the allocation of more resources for the I.S.O. to begin to expand its services.

Before the I.S.O. can begin to redirect its efforts at aiding international students more effectively in their adaptation to the university and American culture, it will have to identify those problem

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[23]Katz and Kahn, Social Psychology, pp. 59-60.

areas common to most international students. Once major problems have been identified, the I.S.O. can analyze and allocate its resources more efficiently.

Identified Problems
of International Students

Problems of international students are usually individual in specifics, but often are common in nature.[24] Common international student problems identified in numerous readings, and discussions with foreign students by this researcher, are listed as follows: language difficulties, culture shock, immigration rules and regulations, financial problems, health problems, and housing shortages.[25] Because such problems usually demand immediate help, the I.S.O. has functioned reactively to finding and facilitating solutions to these problems. Though these problems will reappear with each new group of international students, it is suggested in the resolution section of this paper that if the I.S.O. were to plan preventative measures instead of taking a reactive stance to problems, the result might be more effective problem solving for international students.

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[24]Domingues, "Personnel Services," p. 84.

[25]Sources supporting this summary of identified common problems of foreign students include the following: Barbara Cahn Connotillo, ed., Practical Guide for Foreign Visitors (New York: Institute of International Education, 1979):21; Lee B. Craig, "Variations and Themes in International Education," Educational Record 62 (Winter 1981):428; Domingues, "Personnel Services," pp. 84-86; William T. Packwood, College Student Personnel Services (Springfield, Illinois: Charles C. Thomas Publisher, 1977), p. 111; Frances J. Pruitt, "The Adaptation of Foreign Students on American Campuses," Journal of NAWDAC 41 (Summer 1978):145; and Joyce Shana'a, "The Foreign Student: Better Understanding for Better Teaching," Improving College and University Teaching 26 (Fall 1978):245.

By starting with the identified common problems of international students, the I.S.O. at The University of Akron is analyzed further to determine if it is set up and/or functioning currently in ways appropriate to meeting international student needs. The services provided to international students by The University of Akron cannot be expected to help these students successfully adjust to the American culture and educational scene if they do not cover identified problem areas.

Problems of International Students at The University of Akron

This section represents the most intensive analysis of the I.S.O. at The University of Akron for the purposes of determining its degree of people processing, and its potential for people changing. Because the indication of a new direction for international student services must be dictated by facts, an in-depth analysis of demographic data on international students at The University of Akron was conducted. Planning for the more efficient use of international student support services as detailed in the resolution section was made possible by this analysis.

Dealing with the common problems of international students requires a close look at just how common the solutions to these problems can be. Language difficulty was listed in the preceding section as a major barrier to international student learning. This has been noted as a problem common to University of Akron international students.[26]

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[26]Interviews with James Ivey, International Student Advisor; Harold Schwartz, Director of Health Services; and Joseph Walton, Associate Dean of Graduate Studies and Research.

English as a Second Language (ESL) classes are arranged for undergraduate students (graduate students may also enroll) to help them overcome this barrier as quickly as possible, but, as noted in Table 1, p. 5, students from seventy-five countries are enrolled at The University of Akron. Even allowing for the fact that 63 percent of these students come from ten countries[27] (see Table 2, p. 6) this is a major task for even the most experienced ESL teacher.

In addition to learning the structure and use of a new language, international students must also learn new social rules for communicating.[28] The ability of international students to overcome this barrier to their success will depend on effective supplemental language instruction. However, if the I.S.O. were more proactive in nature, it would stress more strongly to inquiring students from foreign countries that they should prepare more intensively in the use of the English language. By coupling this better preparation with other types of interactions with Americans, as will be suggested in the resolution section, language barriers may be more effectively reduced.

Education is more than just class work, especially for students exposed to living standards, governmental structures, individual freedoms, and family life different from their native lands.[29] Most foreign students face culture shock in varying degrees. Factors which can increase or decrease the degree to which this problem affects international

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[27]This percentage was figured from the data contained in Table 2.

[28]Pruitt, "Adaptation," p. 145.

[29]Shana'a, "Better Understanding," p. 245.

students include age, sex, country of origin, educational background, and level of study.[30]

The analysis by this researcher of the international student population at The University of Akron was directed at finding facts related to the factors listed above, and to other problem-related factors which affect international students at The University of Akron. Table 3 and Figure 3 provide information on the distribution by age of the international student population. This information could be used to plan activities, geared to specific age groups, which would help these students in their successful maturation and adaptation during their period of study in the U.S. Further study of the effects of age on the success of international students at The University of Akron might improve this focus of an I.S.O. interested in people changing.

Sex, country of origin, and level of study are also factors which influence international students and affect their level of culture shock and their degree of academic success. The detailed information contained in Table 4 was prepared by this researcher as a focus of this analysis. Table 4 illustrates the distribution of the international student population by country of origin, sex, level, college, and major. Careful consideration of the information contained in this table could help the I.S.O. pursue a new direction in international student support by aiding in the most efficient allocation of resources based on the needs of the international students rather than administrative necessity.

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[30]W. D. Halls, International Equivalence in Access to Higher Education (Paris: UNESCO, 1971), pp. 136-137.

TABLE 3

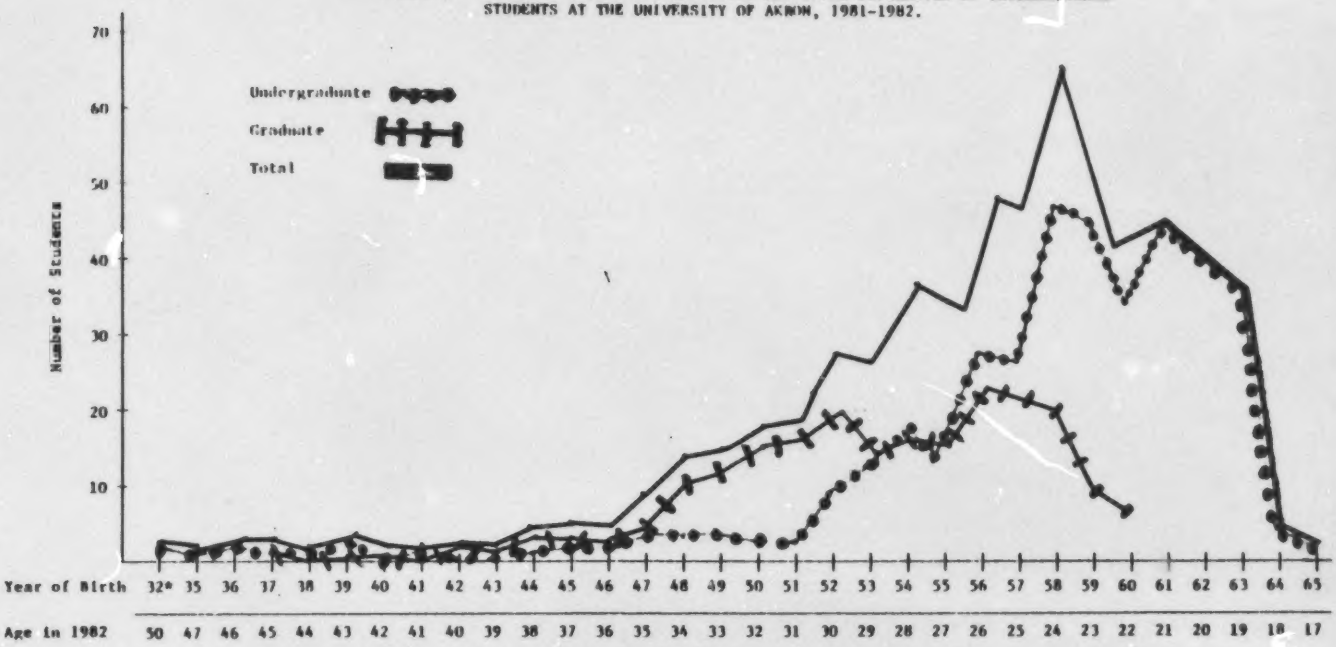
INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON,
DISTRIBUTION BY AGE WITH LEVEL INDICATED,
1981-1982

Age (1982)	Under-graduate*	Graduate	Total	Age (1982)	Under-graduate*	Graduate	Total
50	2		2	31	3/1*	15	19
47	1*		1	30	8/2*	19	29
46	2*		2	29	13/1*	14	28
45	1	1	2	28	16/4*	19	39
44	1		1	27	15	19	34
43	2		2	26	28	22	50
42		1	1	25	23/4*	21	48
41	1		1	24	44/3*	20	67
40		2	2	23	43/1*	10	54
39		1	1	22	36	5	41
38	1	3	4	21	46		46
37	2	3	5	20	42		42
36	1/1*	2	4	19	38		38
35	4	5	9	18	6		6
34	2/2*	10	14	17	2		2
33	3/1*	11	15				
32	3	14	17	TOTAL	386/23*	217	626

The 23 post-baccalaureate students are indicated in these columns by an asterisk. When both undergraduate and post-baccalaureate students are represented, a slash will be used to separate the two totals, for example: 1/1.

SOURCE: This table was constructed by this researcher using computer data on international students obtained from the Registrar's Office, The University of Akron, March, 1982.

FIGURE 3. DISTRIBUTION BY AGE AND LEVEL AND TOTAL POPULATION OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON, 1981-1982.



*The years 1933 and 1934 were omitted because no students from those years are included in this population.

SOURCE: This figure was constructed by this researcher using computer data on international students obtained from the Registrar's Office, The University of Akron, March 1982.

TABLE 4

INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON, 1981-1982:
COUNTRY OF ORIGIN, SEX, LEVEL, COLLEGE, AND MAJOR

Country	Total Number of Students	Sex		Undergraduate+	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
Afghanistan	1	1		1		University College	1		Uncertain	1	
Algeria	3	3			3	Arts and Sciences		3	Polymer Science		3
Argentina	1	1		1		University College	1		Civil Engineering	1	
Bangladesh	2	2			2	Arts and Sciences		2	Sociology		1
									Urban Studies		1
Bolivia	2	2		2		University College	1		Mechanical Eng.	1	
						Arts and Sciences	1		Chemical Eng.	1	
Brazil	3	3		3		University College	2		Computer Science	1	
									Uncertain	1	
						C & T	1		Data Processing	1	
Burma	1	1			1	Engineering		1	Electrical Eng.		1
Cameroon	1	1			1	Arts and Sciences		1	Economics		1
Canada	13	9	4	10	3	University College	4		Uncertain	4	
						Arts and Sciences	1	2	Geography	1	
									Psychology		2
						Business	4		Accounting	2	
									Management	1	
									Marketing	1	
						C & T	1		Data Processing	1	
						Fine & Applied Arts		1	Communicative Disorders		1
Chile	4	1	3	2	2	University College	1		Physical Education	1	
						Arts and Sciences		2	Spanish		2
						Engineering	1		Mechanical Eng.	1	
China	5	4	1	3	2	University College	3		Computer Science	1	
									Electrical Eng.	1	
									Uncertain	1	
						Arts & Sciences		2	English		2
Colombia	6	4	2	6		University College	5		Biology	1	
									Chemistry	1	
									Electrical Eng.	1	
									Uncertain	2	
						Fine & Applied Arts	1*		Uncertain	1*	
Comoros	1	1		1		University College	1		Medical Technology	1	
Costa Rica	1		1	1		University College	1		Foods and Nutrition	1	
Cyprus	3	2	1	3		University College	1		Uncertain	1	
						Engineering	2		Civil Engineering	1	
									Electrical Eng.	1	
Denmark	1		1		1	Education		1	Sch. Psychologist		1

TABLE (continued)

TABLE 4 (continued)

Country	Total Number of Students	Sex		Undergraduate+	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
Ecuador	1	1		1		University College	1		Finance	1	
Egypt	3	3		1	2	University College	1		Uncertain	1	
						Arts and Sciences		1	Polymer Science		1
						Engineering		1	Electric Eng.		1
France	4	3	1	1	3	Arts and Sciences		1	French		1
						Business		1	Management		1
						Engineering	1		Civil Engineering	1	
						Fine & Applied Arts		1	Music-Performance		1
Germany-West	7	2	5	7		University College	3		Ballet	1	
									Computer Science	1	
									Management	1	
						Arts and Sciences	1/1*		French	1	
									Uncertain	1*	
						Business	1*		Finance	1*	
						Fine & Applied Arts	1		Graphic Design	1	
Ghana	4	2	2	3	1	University College	1		Marketing	1	
						Arts and Sciences		1	Biology		1
						Engineering	1		Electrical Eng.	1	
						Fine & Applied Arts	1		Dietetics	1	
Greece	17	15	2	14	3	University College	5		Electrical Eng.	2	
									Math Co-op	1	
									Mechanical Eng.	1	
									Uncertain	1	
						Arts and Sciences	1/1*	1	Chemistry		1
									Computer Science	1*	
									Economics	1	
						Business	1*		Marketing	1*	
						C & T	1		Allied Health Serv.	1	
						Engineering	4	2	Chemical Eng.	1	2
									Civil Engineering	1	
									Mechanical Eng.	2	
						Fine & Applied Arts	1*		Graphic Design	1*	
Grenada	1	1		1		University College	1		Uncertain	1	
Guatemala	1		1	1		University College	1		Uncertain	1	
Guyana	1	1		1		Business	1		Management	1	
Hong Kong	2	2		2		University College	1		Uncertain	1	
						Engineering	1		Mechanical Eng.	1	
India	56	49	7	10	46	University College	1		Dietetics	1	
						Arts and Sciences	1*	20	Biology	1*	
									Chemistry		13
									Economics		1
									Polymer Science		4
									Urban Studies-Planning		2
						Business	1/2*	3	Accounting	2*	
									Finance		2
									Management	1	1
						C & T	1/1*		Data Processing	1*	
									Marketing & Sales	1	
						Education		1	Secondary Educ.		1

TABLE (continued)

TABLE 4 (continued)

Country	Total Number of Students	Sex		Undergraduate*	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
India (continued)						Engineering	3	21	Chemical Eng.	1	15
									Civil Engineering	1	1
									Electrical Eng.		2
									Engineering		2
									Mechanical Eng.	1	1
						Fine & Applied Arts		1	Mass Media-Comm.		1
Indonesia	4	2	2	3	1	University College	2		Uncertain	2	
						Arts and Sciences		1	Polymer Science		1
						Engineering	1		Civil Engineering	1	
Iran	104	85	19	66	38	University College	16		Biology	2	
									Chemical Eng.	1	
									Civil Engineering	1	
									Electrical Eng.	1	
									English	1	
									Mechanical Eng.	7	
									Uncertain	3	
						Arts and Sciences	5/2*	23	Biology		4
									Medical Technology	1	
									Chemistry	1*	3
									Computer Science	1/1*	
									French		1
									Math		3
									Medical Tech.	1	
									Physics	1	1
									Political Science		3
									Polymer Science		3
									Psychology	1	
									Sociology		2
									Urban Studies		1
									Urban Studies-Planning		1
									Urban Studies-Public Admin.		1
						Business	3/1*		Accounting	1	
									Management	2	
									Marketing	1*	
						C & T	5		Electronic Tech.	3	
									Mechanical Tech.	2	
						Education		6	Higher Ed. Adm.		1
									School Adm.		3
									Secondary Ed.		1
									Supervisor		1
						Engineering	32	8	Civil Engineering	6	1
									Civil Eng.-Constr.	1	
									Electrical Eng.	13	1
									Mechanical Eng.	12	6
						Fine & Applied Arts	2	1	Child Development	1	
									Mass Media-Comm.	1	
									Theatre Arts		1
Israel	3	3		2	1	University College	1		Mechanical Eng.	1	
						Arts and Sciences		1	Polymer Science		1
						Engineering	1		Electrical Eng.	1	
Italy	1	1		1		C & T	1		Electronic Tech.	1	

TABLE (continued)

TABLE 4 (continued)

Country	Total Number of Students	Sex		Undergraduate+	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
Ivory Coast	1	1		1		Fine & Applied Arts	1		General Speech	1	
Jamaica	1	1		1		University College	1		Uncertain	1	
Japan	11	6	5	7	4	University College	3		Sociology	1	
									Uncertain	2	
						Arts and Sciences	1*	3	Biology	1*	
									Polymer Science		2
									Sociology		1
						Business	1		Uncertain	1	
						Education	1*		Physical Education	1*	
						Engineering	1	1	Civil Engineering		1
									Mechanical Eng.	1	
Jordan	22	20	2	20	2	University College	11		Civil Engineering	4	
									Electrical Eng.	1	
									Management	1	
									Mechanical Eng.	1	
									Uncertain	4	
						Arts and Sciences	1	1	Political Science	1	
									Spanish		1
						C & T	1		Business Mgt.Tech.	1	
						Engineering	7	1	Civil Engineering	4	
									Construction	1	
									Electrical Eng.	2	1
Kenya	1	1			1	Arts and Sciences		1	Geography		1
Korea, South	13	9	4	7	6	University College	3		Biology	1	
									Computer Science	1	
									Uncertain	1	
						Arts and Sciences	2/1*	6	Biology	1	
									Chemistry		1
									Computer Science	1	
									Political Science	1*	
									Polymer Science		4
									Urban Studies-Public Ad.		1
						Business	1*		Accounting	1*	
Kuwait	8	7	1	6	2	University College	6		Chemical Eng.	1	
									Electrical Eng.	2	
									Geology	1	
									Mechanical Eng.	1	
									Uncertain	1	
						Arts and Sciences		2	Biology		1
									Chemical Eng.		1
Laos	2	2		2		University College	1		Uncertain	1	
						C & T	1		Data Processing-Pre-Business	1	
Lebanon	34	30	4	32	2	University College	17		Civil Engineering	2	
									Electrical Eng.	2	
									Electronic Tech.	1	
									Mechanical Eng.	3	
									Med. Asst. Tech.	1	
									Nursing	2	
									Uncertain	6	

TABLE (continued)

TABLE 4 (continued)

Country	Total Number of Students	Sex		Undergraduate*	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
Lebanon (continued)						Arts and Sciences		1	Economics		1
						Business	3		Management	2	
									Marketing	1	
						C & T	6		Business Mgt.Tech.	3	
									Electronic Tech.	3	
						Education		1	Guidance & Couns.		1
						Engineering	6		Civil Engineering	2	
									Construction Tech.	1	
									Electrical Eng.	2	
									Mechanical Eng.	1	
Malaysia	31	27	4	31		University College	30		Civil Engineering	7	
									Economics	1	
									Electrical Eng.	20	
									Electronic Tech.	1	
									Uncertain	1	
						Arts and Sciences	1		Chemistry	1	
Malta	1		1		1	Arts and Sciences		1	Polymer Science		1
Mexico	6	6		3	3	University College	3		Uncertain	3	
						Arts and Sciences		3	Polymer Science		1
									Psychology		2
Moracco	1		1	1		University College	1		Uncertain	1	
Netherlands	2		2	2		Arts and Sciences	1		German	1	
						Fine & Applied Arts	1		Music--Theory-Composition	1	
New Caledonia	1		1	1		University College	1		Uncertain	1	
Nicaragua	1	1		1		University College	1		Uncertain	1	
Nigeria	18	15	3	12	6	University College	3		Economics	1	
									Mass Media-Comm.	1	
									Uncertain	1	
						Arts and Sciences	4	5	Biology	1	
									Chemistry	1	1
									Economics	1	1
									Medical Tech.	1	
									Polymer Science		1
									Urban Studies-Planning		1
									Urban Studies-Public Ad.		1
						C & T	1		Mechanical Tech.	1	
						Education	1	1	Curriculum & Supr.-Tech. Education		1
									Technical Edu.	1	
						Engineering	3		Civil Engineering-Construction	1	
									Construction Tech.	2	
Oman	1	1		1		University College	1		Electrical Eng.	1	
Pakistan	3	2	1	1	2	Arts and Sciences		1	Geography		1
						C & T	1		Exec. Secre. Sci.	1	
						Engineering		1	Electrical Eng.		1

TABLE (continued)

TABLE 4 (continued)

Country	Total Number of Students	Sex		Undergraduate*	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
Panama	1		1	1		University College	1		Uncertain	1	
Peru	1		1	1		University College	1		Uncertain	1	
Philippines	6	4	2	5	1	Arts and Sciences	1/2*	1	Computer Science	2*	
									Geology		1
									Psychology	1	
						Business	1		Marketing	1	
						C & T	1*		Data Processing	1*	
Portugal	4	3	1	3	1	University College	2		Uncertain	2	
						Arts and Sciences	1		Geography	1	
						Engineering		1	Engineering		1
Puerto Rico	4	1	3	2	2	University College	1		Uncertain	1	
						Arts and Sciences		1	Chemistry		1
						Business		1	Finance		1
						Fine & Applied Arts	1		Mass Media-Comm.	1	
Saudi Arabia	36	36		36		University College	34		Chemical Eng.	1	
									Computer Science	3	
									Data Processing	1	
									Electrical Eng.	9	
									Electronic Tech.	1	
									Industrial Acctg.	6	
									Management	6	
									Mechanical Eng.	2	
									Uncertain	5	
						C & T	1		Electronic Tech.	1	
						Engineering	1		Civil Engineering	1	
Singapore	1		1	1		Arts and Sciences	1		Natural Science	1	
Soviet Union	5	2	3	5		University College	4		Marketing	1	
									Uncertain	3	
						C & T	1		Data Processing-Pre-Business	1	
Spain	1		1	1		Arts and Sciences	1		Biology	1	
Switzerland	1		1	1		Business	1		Marketing	1	
Syria	2	2		1	1	Arts and Sciences		1	Polymer Science		1
						Engineering	1		Mechanical Eng.	1	
Taiwan	60	39	21	11	49	University College	5		Electrical Eng.	1	
									Mechanical Eng.	1	
									Nursing	1	
									Uncertain	2	
						Arts and Sciences	2/1*	32	Biology		1
									Chemistry		8
									Computer Science	2	
									Economics		2
									History		2
									Math		1
									Medical Technology	1*	
									Polymer Science		14
									Statistics		2
									Urban Studies		1
									Urban Studies-Public Ad.		1

TABLE (continued)

TABLE 4 (continued)

Country	Total Number of Students	Sex		Undergraduate+	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
Taiwan (continued)						Business		6	Accounting		3
									International Bus.		1
									Management		2
						C & T	1		Nursing	1	
						Education		1	Elementary Edu.		1
						Engineering	1	9	Chemical Eng.		2
									Civil Engineering		1
									Electrical Eng.	1	2
									Engineering		3
									Mechanical Eng.		1
						Fine & Applied Arts	1*	1	Art-Studio Emphasis	1*	
									Music Education		1
Tanzania	3	2	1	2	1	Arts and Sciences	1	1	Natural Science	1	
									Polymer Science		1
						C & T	1		Business Mgt.Tech.	1	
Thailand	12	9	3	3	9	University College	2		Uncertain	2	
						Arts and Sciences		3	Economics		1
									History		1
									Politcal Science		1
						Business		1	Finance		1
						C & T	1*		Uncertain	1*	
						Education		2	Elementary Educ.		1
									Secondary Sch.Prin.		1
						Engineering		2	Engineering		2
						Fine & Applied Arts		1	Theatre Arts		1
Trinidad & Tobago	2	2		1	1	C & T	1		Data Processing	1	
						Fine & Applied Arts		1	Family Development		1
Tunisia	5	5		5		University College	5		Chemical Eng.	2	
									Mechanical Eng.	3	
Turkey	14	9	5	13	1	University College	3		Computer Sci.	1	
									Management	1	
									Uncertain	1	
						Business	3	1	Industrial Acctg.	1	
									Management		1
									Marketing	2	
						C & T	6		Bus. Mgmt. Tech.	1	
									Commercial Art	1	
									Data Processing	1	
									Fashion	1	
									Marketing and Sales	1	
									Uncertain	1	
						Engineering	1		Electrical Eng.	1	
Uganda	2	1	1	1	1	University College	1		Management	1	
						Engineering		1	Chemical Eng.		1
United Arab Emirates	2	2		2		University College	1		Uncertain	1	
						Engineering	1		Civil Engineering	1	
United Kingdom	10	5	5	7	3	University College	2		Geography	1	
									Uncertain	1	

TABLE (continued)

TABLE 4 (continued)

Country	Total Number of Students	Sex		Undergraduate*	Graduate	College	Undergraduate*	Graduate	Major	Undergraduate*	Graduate
		Male	Female								
United Kingdom (continued)						Arts and Sciences	2	2	English	2	
									Polymer Science		1
									Urban Studies-Public Ad.		1
						C & T	1		Data Processing-Pre-Business	1	
						Education		1	Secondary Educ.		1
						Engineering	2		Civil Engineering	2	
Venezuela	18	13	5	16	2	University College	16		Uncertain	16	
						Arts and Sciences		2	Chemistry		1
									Geology		1
Vietnam	14	9	5	11	3	University College	6		Accounting	1	
									Biology	1	
									Electrical Eng.	3	
									Uncertain	1	
						Arts and Sciences	1		Chemistry	1	
						C & T	1		Electronic Tech.	1	
						Engineering	3	3	Electrical Eng.	2	
									Engineering		1
									Mechanical Eng.		2
									Statistics	1	
Yugoslavia	2	1	1	1	1	Education		1	School Admin.		1
						Engineering	1		Engineering	1	
Zimbabwe	5	5		4	1	University College	3		Accounting	1	
									Computer Science	1	
									Mechanical Eng.	1	
						Arts and Sciences		1	Chemistry		1
						Engineering	1		Mechanical Eng.	1	
74 Countries	626	485	141	409	217						

*The 23 post-baccalaureate students have been included in this category.

The 23 post-baccalaureate students are indicated in these columns by an asterisk. When both undergraduate and post-baccalaureate students are represented, a slash will be used to separate the two totals, for example: 1/1.

SOURCE: This table was constructed by this researcher using computer data on international students obtained from the Registrar's Office, The University of Akron, March 1982.

The educational system in American higher education is quite different from that of which many international students have previously been a part. The data contained in Table 4 could also provide important information to the I.S.O. which could help the office aid international students in their adjustment to new methods of teaching, different behaviors of instructors, different expectations of students by instructors, different methods of research, and different content of programs of study.[31] This information could be analyzed to determine in what colleges and majors international students are concentrated, and what methods of instruction, types of instructors, and standards of performance are most likely to affect this group of students.

To aid the I.S.O. in this type of analysis, this researcher has constructed three tables which show the breakdown of the data on the international student population by college, major, level, and sex. The information put together for Table 4 was used to construct Table 5, which represents the details of this analysis of data. Tables 6 and 7 were constructed from Table 5 to summarize the available information in two ways: the distribution by college, and the rank order of majors with level and sex indicated. This information should be analyzed further to show how The University of Akron can more efficiently meet its stated mission of service to the international community through the education of international students. Providing better services from the I.S.O. will be an important factor in achieving success in this mission.

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[31]Thomas Diener, "Foreign Students and U.S. Community Colleges," Community College Review 7 (Summer 1979):63; Irvin G. Lewis and Anna Gretta Hojdahl, "Foreign Students in the Community College," College and University 55 (Summer 1980):244; and Shana'a, "Better Understanding," p. 245.

TABLE 5

INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON
BY COLLEGE, MAJOR, LEVEL, AND SEX

College	Undergraduate Male	Undergraduate Female	Graduate Male	Graduate Female	Total
University College					
Accounting	1	1			2
Ballet		1			1
Biology	4	1			5
Chemical Engineering	5				5
Chemistry	1				1
Civil Engineering	14	1			15
Computer Science	6	3			9
Data Processing	1				1
Dietetics		1			1
Economics	2				2
Electrical Engineering	41	3			44
Electronic Technology	3				3
English	1				1
Finance	1				1
Foods and Nutrition		1			1
Geography	1				1
Geology	1				1
Industrial Accounting	6				6
Management	7	3			10
Marketing	1	1			2
Mass Media-Communication	1				1
Math Co-op		1			1
Mechanical Engineering	22				22
Medical Assisting Technology		1			1
Medical Technology	1				1
Nursing		3			3
Physical Education	1				1
Sociology		1			1
Uncertain	56	25			81
TOTAL	177	47			224

TABLE (continued)

TABLE 5 (continued)

College	Undergraduate Male*	Undergraduate Female*	Graduate Male	Graduate Female	Total
Arts and Sciences					
Biology	2*	3	4	3	12
Chemical Engineering	1		1		2
Chemistry	2/1*	1	22	8	34
Computer Science	1/2*	3/2*			8
Economics	2		6	1	9
English	1	1	2		4
French		1		2	3
Geography	2		2		4
Geology			2		2
German		1			1
History			1	2	3
Math			4		4
Medical Technology	2	1/1*			4
Natural Science	1	1			2
Physics	1		1		2
Political Science	1	1*	3	1	6
Polymer Science			37	2	39
Psychology		2	3	1	6
Sociology			3	1	4
Spanish				3	3
Statistics			1	1	2
Urban Studies			1	2	3
Urban Studies - Planning			4		4
Urban Studies - Public Administration			3	2	5
Uncertain	1*				1
TOTAL	20	18	100	29	167

TABLE (continued)

TABLE 5 (continued)

College	Undergraduate Male*	Undergraduate Female*	Graduate Male	Graduate Female	Total
Business					
Accounting	1/1*	2/2*	1	2	9
Finance	1*		3	1	5
Industrial Accounting	1				1
International Business			1		1
Management	7		5		12
Marketing	5/2*	1			8
Uncertain		1			1
TOTAL	18	6	10	3	37
C & T					
Allied Health Services	1				1
Business Management Technology	5	1			6
Commercial Art		1			1
Data Processing	3/1*	1/1*			6
Data Processing/Pre-Business	1	2			3
Electronic Technology	8	1			9
Executive Secretarial Science		1			1
Fashion		1			1
Marketing and Sales	1	1			2
Mechanical Technology	3				3
Nursing		1			1
Uncertain		1/1*			2
TOTAL	23	13			36

TABLE (continued)

TABLE 5 (continued)

College	Undergraduate Male	Undergraduate Female	Graduate Male	Graduate Female	Total
Education					
Curriculum & Supervision - Technical Education				1	1
Elementary Education			1	1	2
Guidance and Counseling			1		1
Higher Education Administration			1		1
Physical Education		1*			1
School Administration			2	2	4
School Psychologist				1	1
Secondary Education			3		3
Secondary School Principal			1		1
Supervisor				1	1
Technical Education		1			1
TOTAL		2	9	6	17
Engineering					
Chemical Engineering	8		21		29
Civil Engineering	12	2	2		16
Civil Engineering - Construction	4				4
Construction	1				1
Construction Technology	3				3
Electrical Engineering	23	1	8	1	33
Engineering	1		9		10
Mechanical Engineering	21		10		31
Statistics	1				1
TOTAL	74	3	50	1	128

TABLE (continued)

TABLE 5 (continued)

College	Undergraduate Male*	Undergraduate Female*	Graduate Male	Graduate Female	Total
Fine & Applied Arts					
Art - Studio Emphasis		1*			1
Child Development		1			1
Communicative Disorders				1	1
Dietetics		1			1
Family Development			1		1
General Speech	1				1
Graphic Design		1/1*			2
Mass Media-Communication		2	1		3
Music Education				1	1
Music-Performance			1		1
Music-Theory-Composition		1			1
Theatre Arts				2	2
Uncertain		1*			1
TOTAL	1	9	3	4	17

The 23 post-baccalaureate students are indicated in these columns by an asterisk. When both undergraduate and post-baccalaureate students are represented, a slash will be used to separate the two totals, for example: 1/1.

SOURCE: This table was constructed by this researcher using computer data on international students obtained from the Registrar's Office, The University of Akron, March, 1982.

TABLE 6

TOTAL NUMBER OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON BY COLLEGE, 1981-1982

College	Total Number of Students
University College	224
Arts and Sciences	167
Business	37
C & T	36
Education	17
Engineering	128
Fine & Applied Arts	17
TOTAL	626

SOURCE: This table was constructed by this researcher using computer data on international students obtained from the Registrar's Office, The University of Akron, March, 1982.

TABLE 7

RANK ORDER OF MAJORS OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON WITH PERCENT OF TOTAL STUDENTS, AND LEVEL AND SEX INDICATED

Major	Undergraduate Male*	Undergraduate Female*	Graduate Male	Graduate Female	Total	Percentage
Uncertain	56/1*	27/2*			86	13.7
Electrical Eng.	64	4	8	1	77	12.3
Mechanical Eng.	43		10		53	8.4
Polymer Science			37	2	39	6.2
Chemical Eng.	14		22		36	5.7
Chemistry	3/1*	1	22	8	35	5.5
Civil Engineering	26	3	2		31	5.0
Management	14	3	5		22	3.5
Biology	4/2*	4	4	3	17	2.7
Computer Science	7/2*	6/2*			17	2.7
Electronic Tech.	11	1			12	1.9
Accounting	2/1*	3/2*	1	2	11	1.7
Economics	4		6	1	11	1.7
Engineering	1		9		10	1.5
Marketing	6/2*	2			10	1.5
Data Processing	4/1*	1/1*			7	1.1
Industrial Acctg.	7				7	1.1
Business Mgmt. Tech.	5	1			6	0.9
Finance	1/1*		3	1	6	0.9
Political Science	1	1*	3	1	6	0.9
Psychology		2	3	1	6	0.9
English	2	1	2		5	0.8
Geography	3		2		5	0.8
Medical Technology	3	1/1*			5	0.8
Sociology		1	3	1	5	0.8
Urban Studies-Public Administration			3	2	5	0.8
Civil Engineering-Construction	4				4	0.6
Mass Media-Comm.	1	2	1		4	0.6
Math			4		4	0.6
Nursing		4			4	0.6
School Administration			2	2	4	0.6
Urban Studies-Planning			4		4	0.6

TABLE (continued)

TABLE 7 (continued)

Major	Undergraduate Male*	Undergraduate Female*	Graduate Male	Graduate Female	Total	Percentage
Construction-Technology	3				3	0.5
Data Processing-Pre-Business	1	2			3	0.5
French		1		2	3	0.5
Geology	1		2		3	0.5
History			1	2	3	0.5
Mechanical Tech.	3				3	0.5
Secondary Education			3		3	0.5
Spanish				3	3	0.5
Statistics	1		1	1	3	0.5
Urban Studies			1	2	3	0.5
Dietetics		2			2	0.3
Elementary Education			1	1	2	0.3
Graphic Design		1/1*			2	0.3
Marketing and Sales	1	1			2	0.3
Natural Science	1	1			2	0.3
Physical Education	1	1*			2	0.3
Physics	1		1		2	0.3
Theatre Arts				2	2	0.3
Allied Health Services	1				1	0.2
Art-Studio Emphasis		1*			1	0.2
Ballet		1			1	0.2
Child Development		1			1	0.2
Commercial Art		1			1	0.2
Communicative Disorders				1	1	0.2
Construction	1				1	0.2
Curriculum & Supr.-Tech. Education				1	1	0.2
Executive Secretarial Science		1			1	0.2
Family Development			1		1	0.2
Fashion		1			1	0.2

TABLE (continued)

TABLE 7 (continued)

Model	Undergraduate Male*	Undergraduate Female*	Graduate Male	Graduate Female	Total	Percentage
Foods and Nutrition		1			1	0.2
General Speech	1				1	0.2
German		1			1	0.2
Guidance and Counseling			1		1	0.2
Higher Education Ad.			1		1	0.2
International Business			1		1	0.2
Math Co-op		1			1	0.2
Medical Assisting Technology		1			1	0.2
Music Education				1	1	0.2
Music-Performance			1		1	0.2
Music-Theory Composition		1			1	0.2
School Psychologist				1	1	0.2
Secondary School Principal			1		1	0.2
Supervisor				1	1	0.2
Technical Education		1			1	0.2
TOTAL	302/11*	86/12*	172	43	626	100.0

The 23 post-baccalaureate students are indicated in these columns by an asterisk. When both undergraduate and post-baccalaureate students are represented, a slash will be used to separate the two columns, for example: 1/1.

SOURCE: This table was constructed by this researcher using computer data on international students obtained from the Registrar's Office, The University of Akron, March 1982.

Hopefully, the analysis of demographic data on international students will help the I.S.O. go beyond just better "processing" of students to include more "changing" of students in a positive way. The university has a responsibility to try to understand the differences of international students as compared to Americans, and to try to consider those differences in its planning and allocation of resources for the I.S.O.

In addition to providing support services for student academic and cultural adjustment, the I.S.O. must also deal effectively with problems related to the U.S. Immigration Service rules and regulations, financial problems faced by Akron University students, health problems, and the shortage of on-campus housing at the university. These areas should be given priority consideration in planning for the increased numbers of international students expected to enroll at The University of Akron.

The focus of the I.S.O. currently in handling the problems mentioned above has been oriented toward providing immediate solutions to problems that, in many cases, deserve more consideration of long-term effects of such reactive problem solving. By focusing more on problem areas identified by research on the international student population, the I.S.O. may be able to assume a people-changing function in the future and help international students learn how to anticipate problems and handle problem situations on their own. Teaching the students how to employ preventative strategies for survival could be a desirable plus for the I.S.O. as a support service.

Implications of the Analysis

The steadily increasing size of the international student population at The University of Akron is a phenomenon common to other American colleges and universities. It is expected that this growth period will continue well into the 1990s and beyond.[32] This fact is further supported by the recent crisis in higher education related to declining enrollment and the efforts of colleges and universities to recruit from new student populations--especially those of foreign countries. For this reason, much attention has been given to recruiting greater numbers of international students.[33]

This development has important implications for the I.S.O. at The University of Akron. Services for international students have most frequently been developed based on the assumptions by faculty and staff about the needs of international students.[34] Such a lack of understanding for the importance of establishing a strong factual basis for such service development indicates one reason why many I.S. Offices are not rated highly by international students. A greater proportion of support service for international students is indicated in proportion to their increasing importance to solving the enrollment problems of American higher education.[35]

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[32]Fitzgerald et al., Student Personnel, p. 329; and NAFSA, Foreign Student, p. 1.

[33]Colloquium on the Foreign Undergraduate Student, Held at Wingspread, Racine, Wisconsin, 20-21 June 1974, The Foreign Undergraduate Student: Institutional Priorities for Action (New York: College Entrance Examination Board, 1975), pp. 55, 58.

[34]Thomas H. Stafford, Jr., "Adjustment of International Students," NASPA Journal 18 (Summer 1980):40.

[35]NAFSA, Foreign Student, p. 1.

The next section of this paper will deal with how the I.S.O. at The University of Akron can increase its capacity for providing effective, efficient support services for international students. It will be recommended that this office be expanded in order to provide higher quality and more services. This expansion of the I.S. Office will have the goal of maximizing the basic characteristics of The University of Akron by more effectively socializing international students. It will also have the purpose of counteracting any tendency toward entropy of the system by aiding in the attraction of more inputs--international students.[36]

Resolution and Recommendations

Any institution which has international students "must have a commitment to international education and must provide funds and staff to adequately support an international student program."[37] It is not enough to admit international students, the institution must also adequately serve them.

If The University of Akron wishes to expand its international student population in the future, it first has a responsibility to serve better its current international student population. Competition for all types of students is increasing and, if The University of Akron wishes to compete in the international student market, it will have to improve its services to international students.

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[36]Katz and Kahn, Social Psychology, pp. 3, 25, 96-97, 102.

[37]Marcus McCoy, Inge Jordahn, and Pete Deluca, "How to Establish a Foreign Student Admissions Office," College and University 52 (Summer 1977):501.

A first step in increasing the quality of international student services would be to formulate an explicit rationale and policy regarding the admission and education of international students.[38] This formal statement should be congruent with the basic purposes of the institution and should indicate a continuing commitment to the improvement of international education rather than the "discharging of responsibility" for the performance of this service.[39]

A formal policy for international student education at The University of Akron would also give greater recognition to the international relations implications of educating international students. International student education can help improve foreign relations, increase cultural interactions, aid in "cultural diplomacy," educate promising individuals on the world community, and assist in the advancement of less-developed countries.[40] These implications present a challenge to American higher education which should be met initially in a clear statement of institutional commitment to achieving these goals.

America may well be educating foreign leaders[41] because international students often represent the "intellectual and social elite of

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[38]Colloquium on the Foreign Graduate Student, 2d Wingspread, 1970, The Foreign Graduate Student: Priorities for Research and Action (New York: College Entrance Examination Board, 1971), p. 64; interview with Ivey, 24 February 1982; and Dorothy S. Kelson and James Haas, "So You Know Nothing About Foreign Admissions," College and University 48 (Summer 1973):579.

[39]Colloquium, Graduate Student, p. 27; and Report of the EWA Study Committee on Foreign Student Affairs, The Foreign Student: Whom Shall We Welcome? (New York: Education and World Affairs, 1964), p. 5.

[40]Domingues, "Personnel Services," p. 84; and Report of the EWA, Foreign Student, p. 4.

[41]Colloquium, Priorities, p. 14.

their countries and frequently return to positions of authority and influence, either nationally or internationality."[42] It is estimated that more than 85 percent of the international students who study in the U.S. return home;[43] therefore, there is a significant population of students who carry the effects of their American education and experiences home with them. Better support services for international students may help make that stay more pleasurable, and the images these students carry home about the U.S. more favorable.

Despite the implications of international education as noted above, many institutions of higher education do not assume as much responsibility for international students as they do for American students.[44] This situation should be corrected not only to help international students, but also to serve better the interests of the university. Following this line of reasoning, it should be reasonable to expect the I.S.O. at The University of Akron to be allocated more resources in the immediate future. The International Student Office needs a larger staff; a better geographical location; more money; more support, cooperation and coordination with different levels of the administration, and from faculty and staff members; and more involvement in university decision making, and in planning for future and international student services.

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[42]William Frank Hull, Foreign Students in the United States of America: Coping Behavior Within the Educational Environment (New York: Praeger Publishers, 1978), p. 3.

[43]Donald N. Nelson, "Foreign Students Do Return Home," Journal of NAWDAC 42 (Spring 1979):19.

[44]NAFSA, Foreign Student, pp. 9-10.

The call for better facilities for the I.S.O. is based on the analysis of the physical location, staff, and facilities of the I.S.O. at The University of Akron. The "physical characteristics of the foreign student office are eloquent in portraying the attitude of the institution toward international education."[45] One look at the facilities of the I.S.O. at The University of Akron is enough to form a judgment that the "commitment" to international education of the university does not include the commitment of much in the way of physical resources and staff. Better facilities, more centrally located, would help erase the image of the I.S.O. as a peripheral office performing only routine administrative tasks.[46] The International Student Advisor cannot function effectively if he is isolated from the rest of the university community.[47]

The role and responsibilities of the International Student Advisor also need to be clarified. The job description of the Advisor is too broad for him to perform effectively all the duties assigned to him in any other than a reactive way. The administration must provide more support and definition for this office,[48] or it will continue to be viewed as a line-type operation situated so low in the administrative hierarchy that it says little for institutional involvement in international education.[49]

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[45]Phillip J. Gallagher and George D. Demos, eds., The Counseling Center in Higher Education (Springfield, Illinois: Charles C. Thomas Publisher, 1970), p. 247.

[46]Interview with Ivey, 10 March 1982.

[47]NAFSA, Foreign Student, p. 1.

[48]Ibid., p. 1.

[49]Homer D. Higbee, The Status of Foreign Student Advising in Advising in United States Universities and Colleges (East Lansing:

It has been proposed by the International Student Advisor, Mr. James Ivey, that the I.S.O. be expanded in two phases.[50] The first phase would encompass the changes shown in Figure 4. (To compare this proposed chart with the current organizational chart, see Figure 2, p. 12.) The initial idea of phase one expansion would be to increase the perceived prestige of international student services by placing them directly under the Senior Vice President and Provost, and creating a new title for these support services: International Programs.[51] This addition of staff and administrative personnel, combined with the more prestigious placement of international student services in the organizational space of the university, would help move the international student program ahead, in a direction more likely to satisfy the needs of international students.

The second phase of the I.S.O. expansion, as proposed by Mr. Ivey, would result in the organizational structure shown in Figure 5. The integration and coordination of all the special international student services in this chart illustrates how the differentiation of these functions can be countered, and the units brought together for more unified functioning.[52]

At the present time, the I.S.O. has a reactive nature, but it has great potential, as discussed and visualized in the proposed

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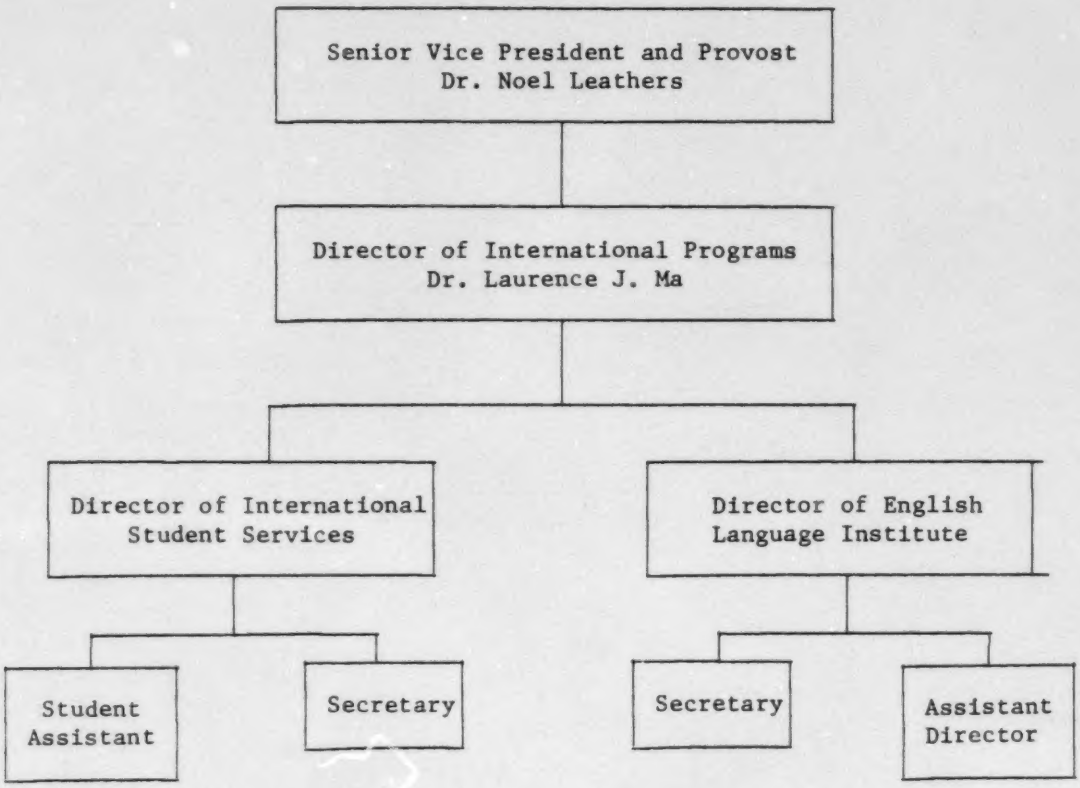
Institute of Research on Overseas Programs, Michigan State University, 1961), pp. 46-47.

[50]Interview with Ivey, 7 April 1982.

[51]Interview with Ivey, 14 April 1982.

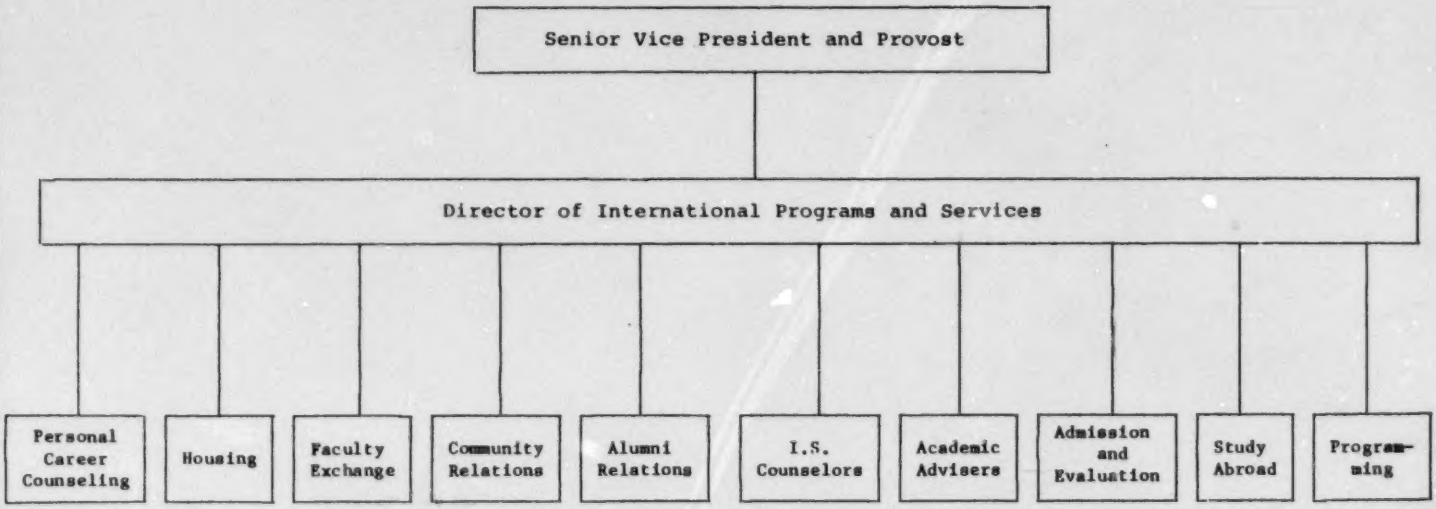
[52]Katz and Kahn, Social Psychology, p. 29.

FIGURE 4. PROPOSED ORGANIZATIONAL CHART FOR THE INTERNATIONAL STUDENT OFFICE, THE UNIVERSITY OF AKRON.



SOURCE: Based on information obtained by Mr. James Ivey at the Society for Intercultural Education, Training and Research (SIETAR) advanced training institute for foreign student advisors at the University of Minnesota, June, 1981; also based on problems and demands which have arisen in the I.S.O. at The University of Akron. This author also consulted with Mr. Ivey and made suggestions for this chart.

FIGURE 5. PROPOSED ULTIMATE ORGANIZATIONAL CHART FOR INTERNATIONAL STUDENT SERVICES.



SOURCE: Based on information obtained by Mr. James Ivey at the Society for Intercultural Education, Training and Research (SIETAR) advanced training institute for foreign student advisors at the University of Minnesota, June, 1981; also based on problems and demands which have arisen in the I.S.O. at The University of Akron. This author also consulted with Mr. Ivey and made suggestions for this chart.

organizational chart expansions, to become an office with a proactive nature. It should become the ultimate goal of the I.S.O. to anticipate international student needs, and serve as a people-changing rather than a people-processing office.

Other recommendations to help the I.S.O. at The University of Akron better serve the needs of its international student population by expanding its services include the following:

—better preadmission orientation materials

--a formal welcome upon arrival in the U.S.

--better, more comprehensive, and more long-term orientation procedures and materials

--aid in securing housing

--general problem-solving meetings between the international students and the international student advisor

--more opportunities for faculty participation in international student affairs, and better information dissemination about foreign students to the faculty

--more intercultural programs with American students, and more opportunities for informal English language learning

--have an International Student Day or Festival

--have an international student publication with news relevant to international student problems

--improve the research output on international students at The University of Akron

All of these recommendations have positive points, but some are more important than others, depending upon the specific needs of the specific international student population. Discovering these specific needs will depend on more research.

Research is indicated as an immediate necessity for the I.S.O. Before any of the changes recommended in this section can be made, a

strong base in fact must be established.[53] The current mechanisms for information collection, interpretation, and dissemination must be improved. Operational research needs to be conducted to provide important intelligence on the specific costs and contributions made to the university by international students, and on the contributions of the university to international student education.[54] Research can provide a better understanding of the exchange of energy between the institution and its international student population.

Research can also help determine a more efficient flow of the energic inputs of the university, and can justify the belief that international education is "politically, socially, and economically purposeful."[55] The research that was conducted for the purposes of this paper indicates some directions which can be pursued by the I.S.O. It is hoped that the time and effort put into the figures and tables in this paper has been well spent in terms of contributing to the body of knowledge about international students at The University of Akron. It is also hoped that this research could be used as a guideline for other colleges and universities which have sizable international student populations.

The ultimate hope of this researcher is that this research would provide input into the planning and decision-making process regarding future allocations of resources for the I.S.O. If The University of

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[53]Colloquium, Graduate Student, p. 6; and Fitzgerald et al., Student Personnel, p. 330.

[54]Colloquium, Priorities, pp. 4-5; and Katz and Kahn, Social Psychology, p. 455.

[55]Colloquium, Priorities, p. 78.

Akron wishes to maximize its international student resources, it will first have to employ them more efficiently in order to improve the ratio of return of the energy expended to the energy returning as inputs.[56]

The provision of opportunities for international students to study in the U.S. can be an "investment in maturity that will have far-reaching and productive consequences in the years to come."[57] It can be hoped, that with better services and more facilities, international students can have more success in their academic lives as well as in their private lives. Because international students can play roles of great influence in their own countries after they return home, the help of international student advisors and counselors, as well as other responsible persons in colleges and universities, can help them have greater understanding of Americans. This is the goal of international student education.

Though the problems cited as common among international students may not become "serious" for all students, there are undoubtedly many who have at various times desperately needed support services. These students are very far from home and alienation accompanied by feelings of being "stranded" in an alien culture could have irreversible effects on the students' attitudes toward study in the U.S. It is encouraging to think that their negative perceptions can be removed because enough positive experiences have reinforced their positive view of education in the U.S.--and of Americans.

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[56]Katz and Kahn, Social Psychology, p. 102.

[57]Colloquium, Graduate Student, p. 34.

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APPENDIX

TABLE 8

ALPHABETICAL LISTING BY COUNTRY OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF AKRON WITH TOTAL NUMBER OF STUDENTS FROM EACH COUNTRY INDICATED

Afghanistan	1	Kuwait	8
Algeria	3	Laos	2
Argentina	1	Lebanon	34
Bangladesh	2	Malaysia	31
Bolivia	2	Malta	1
Brazil	3	Mexico	6
Burma	1	Morocco	1
Cameroon	1	Netherlands	2
Canada	13	New Caledonia	1
Chile	4	Nicaragua	1
China	5	Nigeria	18
Colombia	6	Oman	1
Comoros	1	Pakistan	3
Costa Rica	1	Panama	1
Cyprus	3	Peru	1
Denmark	1	Philippines	6
Ecuador	1	Portugal	4
Egypt	3	Puerto Rico	4
France	4	Saudi Arabia	36
Germany-West	7	Singapore	1
Ghana	4	Soviet Union	5
Greece	17	Spain	1
Grenada	1	Switzerland	1
Guatemala	1	Syria	2
Guyana	1	Taiwan	60
Hong Kong	2	Tanzania	3
India	56	Thailand	12
Indonesia	4	Trinidad & Tobago	2
Iran	104	Tunisia	5
Israel	3	Turkey	14
Italy	1	Uganda	2
Ivory Coast	1	United Arab Emirates	2
Jamaica	1	United Kingdom	10
Japan	11	Venezuela	18
Jordan	22	Vietnam	14
Kenya	1	Yugoslavia	2
Korea, South	13	Zimbabwe	5

SOURCE: This table was constructed by this researcher using data on international students obtained from the Registrar's Office, The University of Akron, April, 1982.